



# SPECIAL EDUCATION PROGRAMS

## MONTHLY SPECIAL EDUCATION DIRECTOR CALLS

September 17, 2019

COLLEGE, CAREER, LIFE READY

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## AGENDA

- Project Skills – Katie Gran guest speaker
- Accommodations
- College and Career Readiness
- BDI-3: What coming down the pike?
- Indicator 14
- Results Driven Accountability (RDA)
- Teacher or District Sharing

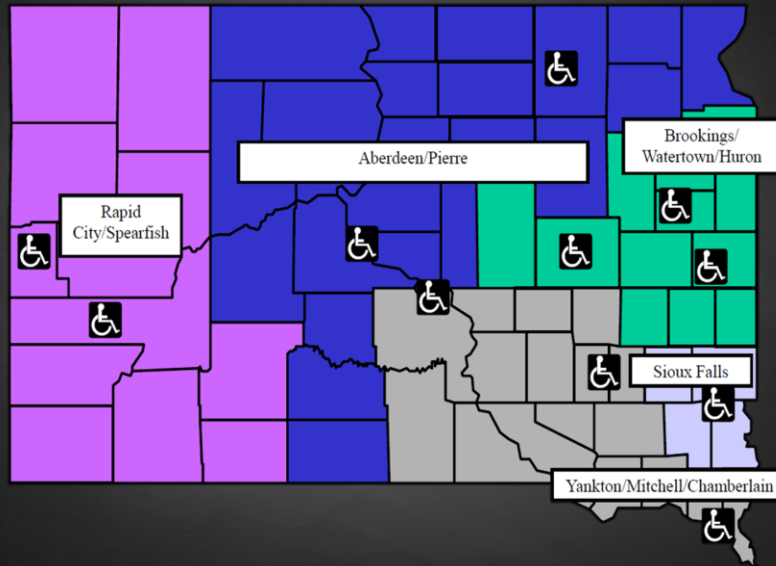
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## Division of Rehabilitation Services



## Why Transition?

**Goal:** To identify and provide students with opportunities and necessary supports while they are in school that will lead the student to achieve his/her postsecondary goals for employment, education/training and independent living

**Process:** Requires partnership among the student, family and school, and, as appropriate, other agencies that can provide transition activities for the student; collaborative effort; on-going process over multiple school years





## Who could be on the Team?

- Student & Family/Friends
- School Personnel – teachers, directors, counselors
- Vocational Rehabilitation Services (DRS &/or SBVI)
- Department of Labor & Regulation
- Dakota Link
- Independent Living Centers
- Intervention & Support Specialists(formerly Division of DD Resource Coordinator)
- Family Support 360 Coordinators
- Postsecondary Disability Coordinators

## Who is eligible for VR?

- ✓ Have a diagnosed disability that makes it difficult to work
- ✓ Must benefit from services to get into the workforce or retain your current job

## Transition Eligibility

Students with Disabilities age 14 to 21:

- ✓ Individualized Education Plans
- ✓ 504 Plans
- ✓ Students with disabilities not identified with the school



## Why refer to VR?

- ✓ To help coach students and families to think about LONG-RANGE goals
- ✓ To help design high school experience to ensure the students *stay in school* and *be prepared* for post-school goals
- ✓ To help IDENTIFY and LINK students to any needed post-school services, supports or programs while they're still in school

## Not just Project Skills!

- Employment Counseling
- Work Readiness Training
- Job Placement, Job Coaching & Follow Along
- Independent Living Services
- Benefits Specialist Services
- Information & Referral
- FAFSA & Non-FAFSA training programs
- Employment Licenses
- Tools, Books, Supplies
- AT Devices
- Interpreter Services
- And Much More!



## Employment Bound?

- **Student NEEDS to be involved in planning and running their transition meetings**
  - Learn about his/her disability (strengths/weaknesses) to take ownership
  - Become a self-advocate
- Attend Let's Talk About Work, YLF, Career Fairs, &/or other TSLP events as possible
- Participate in Project Skills, Project SEARCH, &/or volunteering opportunities
- Tour appropriate transition programs in their area
- Make contact with the local IL center

## Post-Secondary Bound?

- **Student NEEDS to be involved in planning and running their transition meetings**
  - Learn about his/her disability (strengths/weaknesses) to take ownership
  - Become a self-advocate
- Attend Catch the Wave, YLF, College Days, Career Fairs, &/or other TSLP events as possible
- Encourage the student to take dual credit courses
- Complete assistive technology assessment to have student begin learning how to use AT
- Encourage the student/parents to watch TSLP's new post-secondary video

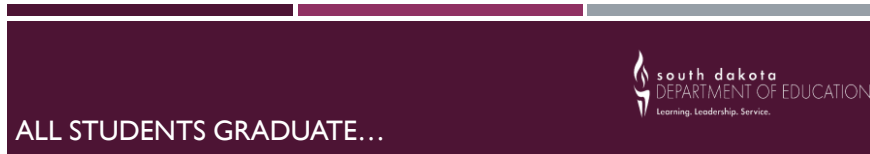


## Resources

- ✓ Division of Rehabilitation Services – [dhs.sd.gov/rehabservices](https://dhs.sd.gov/rehabservices)
- ✓ Transition Services Liaison Project – [www.tslp.org](http://www.tslp.org)
- ✓ Ability to Hire – [abilityforhire.com](http://abilityforhire.com)

???





COLLEGE



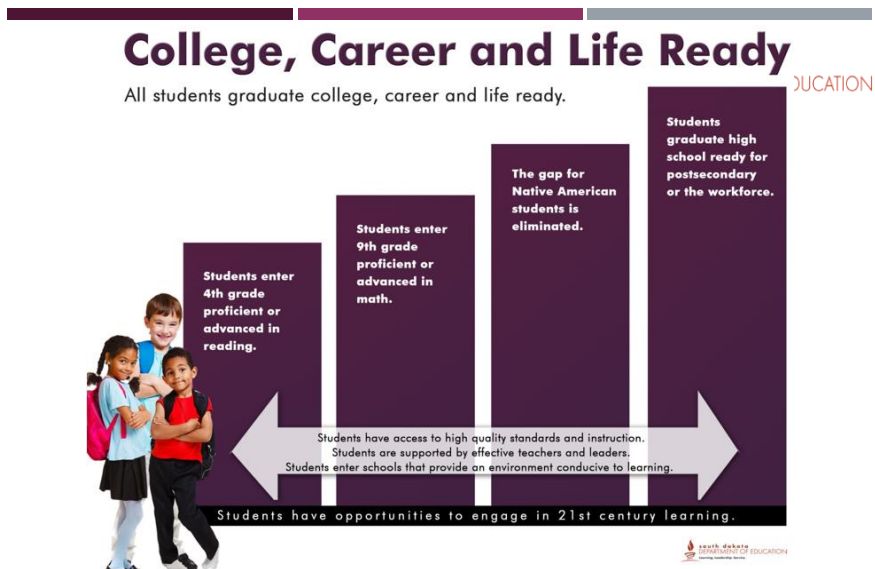
CAREER



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## PROFICIENCY IN READING BY 4<sup>TH</sup> GRADE PROFICIENCY IN MATH BY 9<sup>TH</sup> GRADE

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## INTENSIVE INTERVENTION IN MATHEMATICS



- **FREE: National Center on Intensive Intervention (NCII)**, through a collaboration with the University of Connecticut and the [National Center on Leadership in Intensive Intervention](#) and with support from the [CEEDAR Center](#), developed course content focused on enhancing educators' skills in intensive mathematics intervention. The course includes eight modules that can support faculty and professional development providers with instructing pre-service and in-service educators who are learning to implement intensive mathematics intervention through data-based individualization (DBI).

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## ACCOMMODATION UPDATES



- UAAG is not SD-TSA (South Dakota Tools, Supports, and Accommodations)
  - Include Science
- Science Accommodations need to be marked in TIDE (not available in TIDE yet)
- If using the interim assessments, remember to set accommodations and supports in TIDE first
- All Supports and Accommodation tools for districts to use, have been updated
- Direct questions to [Beth.Schiltz@state.sd.us](mailto:Beth.Schiltz@state.sd.us)

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## ACCOMMODATION DOCUMENTS



### Office Of Assessment

The goal of the SD Department of Education is that all high school students graduate college, career, and life ready. To this aim, the South Dakota assessment system is designed to provide districts, schools, and parents with the information they need to ensure that their students remain on track to reach this goal. South Dakota public school students participate in annual summative testing in English language arts and mathematics and the results of these tests are included in the state accountability system. In addition to annual tests in English language arts and mathematics, South Dakota requires assessment of science and writing annually and provides schools and teachers with resources to utilize other assessments to help identify strengths and areas for improvement.

- Educator Opportunities
- Required Assessments
- Optional Assessments
- Review your child's test
- Smarter Balanced
- Workshop Presentations and Webinars

- Office of Assessment website:  
<https://doe.sd.gov/Assessment/>
- Reading Passages (Gr 3-5)
- Reading Passages (Gr 6-11)
- Special Accommodation Consideration
- Print on Demand



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## ACCOMMODATION TOOLS AND MANUAL



- Website: <https://doe.sd.gov/Assessment/SMARTERbalanced.aspx>
- Under Designated Supports and Accommodations Guidelines section
  - SD Tools, Supports, and Accommodations
  - Accommodation Summary
  - TIDE Settings Worksheet
  - State Assessment Accommodations Worksheet
  - Read Aloud Protocol
  - Scribe Protocol

Designated Supports and Accommodations Information

Designated Supports and Accommodation Information		
<a href="#">SD Accommodation Manual</a>	SBAC Read Aloud Protocol	Read Aloud Protocol Training
Usability, Accessibility, and Accommodations Guidelines	SBAC Scribing Protocol	Scribe Protocol Training
<a href="#">Reading Passages Accommodations</a>	<a href="#">ISAAP Tool – Spreadsheet</a>	Tools, Supports & Accommodations
Accommodations Summary	<a href="#">ISAAP - Online Tool</a>	Reading Passages Accommodation
TIDE Settings Worksheet (updated)	SBAC Student Plan Worksheet	Assessment Workshop Training
State Assessment Accommodations Worksheet	<a href="#">SBAC Multiplication Table</a>	SD Accommodations Manual Training
<a href="#">SBAC UAAG Supplement: Language Supports / (pdf)</a>		

## SCIENCE ALT-ASSESSMENT



- Help is needed for the Alternate Science Item Review
  - General education science teacher
  - Special Education teachers
  - Special Education teachers who teach students with significant cognitive disabilities
  - Elementary, middle school, and high school
  - Oct 15-16 (Fort Pierre)
  - Application found at <https://doe.sd.gov/Assessment/Educators.aspx>
  - Contact Chris Booth: [Christina.Booth@state.sd.us](mailto:Christina.Booth@state.sd.us) – ASAP (Deadline for application is Sept 26, 2019)





## STUDENTS GRADUATE READY FOR POST-SECONDARY OR THE WORKFORCE

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### COLLEGE AND CAREER READINESS INDICATOR (FOR ACCOUNTABILITY)



- The CCR indicator is a comprehensive measure that includes assessments and coursework for both college and career readiness.
- Issue: What does CCR look like for students who take the alternate assessment



## CURRENTLY IN PLACE

CCR Data Elements and Measures Table (view details in report card)

Assessment Readiness for College or Career	Coursework Readiness for College or Career*
<i>Student must meet 1 readiness indicator</i>	<i>Student must meet 1 readiness indicator</i>
<ul style="list-style-type: none"> <li>• <b>College English Readiness-</b> meet 1 of 3 options:               <ol style="list-style-type: none"> <li>1. SD-ELA Level 3 or 4 in ELA</li> <li>2. ACT English sub-score of 18</li> <li>3. Accuplacer score on Sentence Skills of 86 or higher</li> </ol> </li> <li>• <b>College Math Readiness-</b> meet 1 of 3 options:               <ol style="list-style-type: none"> <li>1. SD-MATH Level 3 or 4 in math</li> <li>2. ACT math sub-score of 20</li> <li>3. Accuplacer score on Algebra of 76 or higher</li> </ol> </li> <li>• <b>Career English and Math Readiness-</b> earn silver or higher               <ul style="list-style-type: none"> <li>✓ National Career Readiness Certificate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>CTE Concentrator- career course readiness</b> <ul style="list-style-type: none"> <li>✓ 2 credits within 1 career cluster</li> </ul> </li> <li>• <b>Dual credit- college course readiness</b> <ul style="list-style-type: none"> <li>✓ 1 course completed with a C or higher</li> </ul> </li> <li>• <b>Advanced Placement exam- college course readiness</b> <ul style="list-style-type: none"> <li>✓ 1 course completed with an exam score of 3 or higher</li> </ul> </li> </ul>

\* Progress towards post-high school credentials is labeled as "Coursework Readiness for College or Career" in this table.

## PROPOSED CHANGES

Adding to the coursework readiness column:

- Dual credit or concurrent course
- Advanced Placement course
- CTE Foundational courses or capstone experience

Assessment Readiness	Coursework Readiness
<i>Student must meet 1 readiness indicator</i>	<i>Student must meet 1 progress indicator</i>
English Readiness (must meet 1 of 3 options) <ul style="list-style-type: none"> <li>• SBAC Level 3 or 4 in ELA</li> <li>• ACT English sub-score of 18</li> <li>• Accuplacer score on Sentence Skills of 86 or higher</li> </ul>	CTE Concentrator <ul style="list-style-type: none"> <li>• 2 units within 1 career cluster</li> </ul>
Math Readiness (must meet 1 of 3 options) <ul style="list-style-type: none"> <li>• SBAC Level 3 or 4 in math</li> <li>• ACT math sub-score of 20</li> <li>• Accuplacer score on Algebra of 76 or higher</li> </ul>	Dual credit or concurrent course* <ul style="list-style-type: none"> <li>• Completed with a C or higher</li> </ul>
National Career Readiness Certificate <ul style="list-style-type: none"> <li>• Silver certification or higher</li> </ul>	Advanced Placement course* <ul style="list-style-type: none"> <li>• Completed with a C or higher</li> </ul>
	Advanced Placement exam <ul style="list-style-type: none"> <li>• Completed with a score of 3 or higher</li> </ul>
	CTE foundational courses or capstone experiences* <ul style="list-style-type: none"> <li>• 2 or more completed with a C or higher</li> </ul>

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\* For the Coursework readiness measure, SDDOE will be collecting and integrating data for the following data elements in future years: Concurrent courses, Advanced Placement courses, CTE foundational and capstone experiences. Please refer to the Calculation Guide for additional information.



## YOUR INPUT NEEDED



- Options brought to table
  - Using the MSAA scores of 3 or 4 to show readiness?
  - Completion of transition plan in the IEP?
- Do you have some ideas that could/would show CCR for these students?
- Concerns
  - How to collect the data
  - How reliable is the data being collected
  - How does it show college and career readiness



## SCHOOL CLIMATE

STUDENTS ENTER SCHOOLS THAT ARE PROVIDED  
AN ENVIRONMENT CONDUCTIVE TO LEARNING.



## SEPTEMBER BEHAVIOR TIP: WORKING WITH STUDENTS WITH ADHD



### October is ADHD Awareness Month

1. **Set clear deadlines**
2. **Accentuate their interests**
3. **Give choices**
4. **Allow for movement**
5. **Set clear expectations**
6. **Explicitly teach study skills**

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## EFFECTIVE TEACHERS AND LEADERS

STUDENTS ARE SUPPORTED BY EFFECTIVE TEACHERS AND LEADERS.

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## IEP Quality Website Tip of the Month



## Program Modifications/Support for School Personnel

Modifications and supports for school personnel are sometimes needed in order to **assure that the IEP can be implemented as planned.**

Such supports are specific **to helping the staff** (and in certain cases, parents) who are working with the student. They are **not to be “generic” supports** such as a school-wide in-service on a topic or strategy unrelated to the child's IEP (Yell, 2019).

## IEP Quality Website Tip of the Month



Student Characteristics	Possible Support for School Personnel	Benefits
Traumatic Brain Injury	Training by medical personnel on unique student needs.	Shared understanding of student needs and how to support his/her participation in gen ed setting.
Student reads Braille	Training by SDSBVI Outreach on accessing and utilizing Braille resources.	Consistent resources available to student across multiple settings.
Student is hard of hearing – uses FM system.	Training by FM technical support on FM system.	Consistent hearing opportunities in multiple settings.
Student with unique health needs (ex: epi pen).	Training by medical personnel on identifying when and how to administer epi pen.	Student health is consistently observed and supported across multiple settings.
Student with unique behavior concerns.	Training by sped teacher, behavior specialist on proactive ways to prevent behavior escalation.	Student is supported in positive ways in multiple settings. Fewer behavior escalations.



## IEP Quality Website Tip of the Month



### Resources and References:

The IRIS Center at Vanderbilt University has a new module on IEPs to which the IEP Quality staff contributed content related to Supplemental Aids/Services.

See the content starting around minute 3 in the *Considerations for IEP Development* interview link underneath the first chart, at:

<https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p08/#content>

See also:

Yell, M.L., (2019). *The law and special education* (5th ed.). Boston: Pearson.

## IEP Quality Website Tip of the Month



INFORMATION AT: [HTTPS://SD.IEPQ.ORG](https://sd.iepq.org)

[HTTPS://SD.IEPQ.ORG/HELP-TOPICS-BOOK/SUPPORTS-SCHOOL-PERSONNEL](https://sd.iepq.org/help-topics-book/supports-school-personnel)

home | toolbox | student scenarios | resource library | myIEP-Q | sddoe | help | state admin

Home > Supports for School Personnel

### Supports for School Personnel

Supports are services or accommodations this child receives that the general education staff may need training / support in to implement the IEP.

#### What are some examples of supports?

Examples of possible supports (Not all inclusive):

- Behavior intervention plans
- Adaptive technologies (when, how and who will train them)(e.g., FM system will be installed in the classroom and technology staff will train classroom staff during first inservice days)
- Instructional techniques (when, how and who will train them)(e.g., Prior to the start of the school year, the general education teacher(s) will receive training by the special education teacher in basic sign language to facilitate communication with student during class time.)
- Data taking and record keeping
- Instructional Accommodations

**Examples**

- Marcus Supports for Personnel
- Jenna Supports for Personnel

**Email Brandi Gerry**  
[brandi.gerry@state.sd.us](mailto:brandi.gerry@state.sd.us)  
 for access to IEPQ.



## DYSLEXIA TEAM TRAINING



### October is Dyslexia Awareness Month

- The dyslexia team training is full
- Due to the consultation piece we are not able to add teams at this time
- If you would like to be added to the waiting list please email Becky Cain at

[Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us)

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## EMOTIONS AND LEARNING SESSION



- The workshop entitled "Emotions and Learning" with speaker Allison Posey. In this session, we will discuss how the brain's emotion networks underlie learning and cognition. We will discuss strategies that can make a real difference for student learning and brainstorm how those can be integrated into our daily routines and practice.
- The workshop is Wednesday, October 23rd from 8:00 a.m. to 3:30 p.m. at the Spearfish Holiday Inn Convention Center.

This workshop is opened to professionals of all types (SLPs, teachers, paraprofessionals, etc) as well as parents and students. Please share the information with your colleagues and any individuals that may be interested.

- More information and registration is located at <http://www.sdslha.org/convention/2019-doe-workshop/>
- This pre-conference workshop is hosted by South Dakota Speech-Language-Hearing Association with a grant from SD DOE.

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Montana | South Dakota | North Dakota

# Northern Plains

Law Conference on Students with Disabilities

September 30 – October 2, 2019 ❖ Bismarck, North Dakota



- Pre-Conference: Role of General Education Staff in Special Education
  - Legal expectations of the general education setting in providing accommodations to students
  - Transportation to students
  - Formal excusal process from IEP meetings and implications for general education staff,
  - Legal implications and case law related to the sharing special education information
- Open to school district attorneys, special education directors, general education administrators...

<http://www.cvent.com/d/x6qdy7>

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Montana | South Dakota | North Dakota

# Northern Plains

Law Conference on Students with Disabilities

September 30 – October 2, 2019 ❖ Bismarck, North Dakota



## Breakout Session Block B

B1.	Health Plans <ul style="list-style-type: none"> <li>Should they be separate or incorporated into the IEP</li> </ul> <i>(Repeated at C1)</i> <i>Speaker: Laura Booth</i>	Prairie Rose 101
B2.	MDR and Discipline <i>(Repeat of A2)</i> <i>Speaker: David Hodgins</i> <i>Facilitator:</i>	Prairie Rose 102
B3.	Informing Parents of their Rights <i>(Repeat of A3)</i> <i>Speaker: Lenore Knudtson</i> <i>Facilitator:</i>	Prairie Rose 103
B4.	Initial Evaluation <ul style="list-style-type: none"> <li>When to properly accept from parents, when to decline.</li> <li>How to handle when parents come with a diagnosis and evaluation.</li> </ul> <i>(Repeated at D4)</i> <i>Speaker: Julie Weatherly</i> <i>Facilitator:</i>	Prairie Rose 104

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## IEP FACILITATION TRAINING



- As educators, engaged in the complex work of teaching and learning, we often find ourselves in challenging and difficult conversations. These conversations may involve colleagues, families we serve, and agencies with whom we collaborate. This training is designed to increase skills to promote effective communication during challenging conversations.

➤ Registration limited to 20 people

➤ **Registration Information:**

- **Fee:** \$25
- **Dates:** October 7 & 8th
- **Location:** Red Rossa, Pierre
- **Time:** 8:30am –4pm CT
- 14 Contact Hours

Register [Here](#), go to [gosingmeup](#) calendar, or September newsletter for registration link or contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us) for questions.

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## DATA

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## BATTELLE DEVELOPMENTAL INVENTORY



- ❖ What's coming down the pike?
  - Battelle Developmental Inventory~3<sup>rd</sup> Edition

- ❖ What will be new in the evaluation tool and Data Manager?
  - A whole new look
  - New exporting tools for data
  - 5 Domains and 13 Subdomains
  - Updated Materials
  - No separation of Part C and Part B Kits

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## BATTELLE DEVELOPMENTAL INVENTORY CONT...



- ❖ What does this mean for South Dakota?
  - Districts will transition over to the BDI-3 over time (full implementation date TBD).
  - Updates and trainings will be provided for all districts to make a smooth transition.
  - Professional Development support and resources available for BDI-3 users.
    - Video Clips
    - Workshops
    - Clusters
    - Custom Trainings

DOE will keep districts updated on changes and training available as they come.

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## SPED DATA REPORTING TOOL

■ Are you trying to improve your data accuracy?

■ **Special Education Data Reporting Sheet** includes all campus data reporting elements.

- It is filled out after every IEP meeting.
- Then give it to the campus entry person.

Find it on the IEP webpage:

<https://doe.sd.gov/ofm/documents/SIMSreport.pdf>

- It is now includes the new exit codes.

Student Name:	SIMS #
Effective Date:	End Date (or date change takes effect):
<b>Special Education Placement Category (Circle One)</b> <b>School Age 6-21</b> 0100 – General Classroom w/Modifications 80-100% 0110 – Resource Room 40-79% 0120 – Self Contained Classroom 0-39% 0130 – Separate Day School 0140 – Residential Facility 0150 – Home/Hospital Program  <b>Preschool Age 3-5</b> 0210 – EC 10 hours +, services in Reg EC 0215 – EC 10 hours +, services in other location 0225 – EC less than 10 hours, services in Reg EC 0230 – EC less than 10 hours, services in other location 0305 – Special Education Class 0345 – Separate School 0355 – Residential Facility 0365 – Home 0375 – Service Provider Location  <b>IEP Program Exit Reason</b> (Make sure this matches the exit code on the general enrollment record if it ends the entire enrollment) 1. Not Receiving Spec Services 2. Graduated with Regular High School Diploma 3. Continues – Completed IEP Team Modified Course Requirements 4. Reached Maximum Age 5. Died 6. Moved Known to be Continuing 7. Moved Not Known to be Continuing 8. Dropped Out 9. Refused Services 10. ISPP Done Prior to Max Age for Part C	<b>Instruction Program Type (Circle One)</b> (This is determined by the coding used for the Cost Analysis completed by business manager or special ed director) A. Mild to Moderate Disabilities B. Severe Disabilities C. Speech Only D. Early Childhood (ages 3-5) E. Day Program F. Residential Program G. Homebound Program  <b>Special Education Primary Disability Areas (Circle One)</b> 0500 – Deaf-Blindness 0505 – Emotional Disturbance 0510 – Cognitive Disability 0515 – Hearing Loss 0525 – Specific Learning Disability 0530 – Multiple Disabilities 0535 – Orthopedic Impairment 0540 – Vision Loss 0545 – Deafness 0550 – Speech/Language Disorder 0555 – Other Health Impaired 0560 – Autism Spectrum Disorder 0565 – Traumatic Brain Injury 0570 – Developmental Delay  <b>Multiple Disability Areas:</b> *Cannot Use 500 – Deaf-Blind *Don't include 0550 – Speech/Language if it is only a related service:  Multiple Disability 1 _____ Multiple Disability 2 _____

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## EVALUATION TOOL REMINDER



- Please make sure you are using the most current version of your evaluation tools
- Evaluation tools should be updated within a year of the new version coming out
- <https://doe.sd.gov/sped/documents/SPEDeliTo.pdf>

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## INDICATOR 14 – APPENDIX A



- Due **October 1<sup>st</sup>**
- <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Login is unique to Indicator 14
- Demographic data has been loaded
- Over 90 districts with incomplete data
- District report to check incomplete data

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## IND 14 – APPENDIX A INCOMPLETE DATA REPORT



- <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Go to reports
- Click on paper icon in from of the 'District's Incomplete Appendix A Data'

SchoolDistricts ▼		
View	Name	Description
	Appendix B District Report	Shows all the t
	District Report	Will return all
	District Short Report	Returns a list c
	District's Incomplete Appendix A Data	District's stude
	Individual Report by District	Returns all the

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## INDICATOR 14 – APPENDIX A ERRORS



- If student has returned to school, they need to be removed
- If a student is listed twice, one needs to be removed
- If student transferred to another district
- Other errors?
  
- Only state staff can remove students
- Contact [Beth.Schiltz@state.sd.us](mailto:Beth.Schiltz@state.sd.us) or call 605-773-4257

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## ACCOUNTABILITY

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# RESULTS DRIVEN ACCOUNTABILITY: RISK RUBRIC

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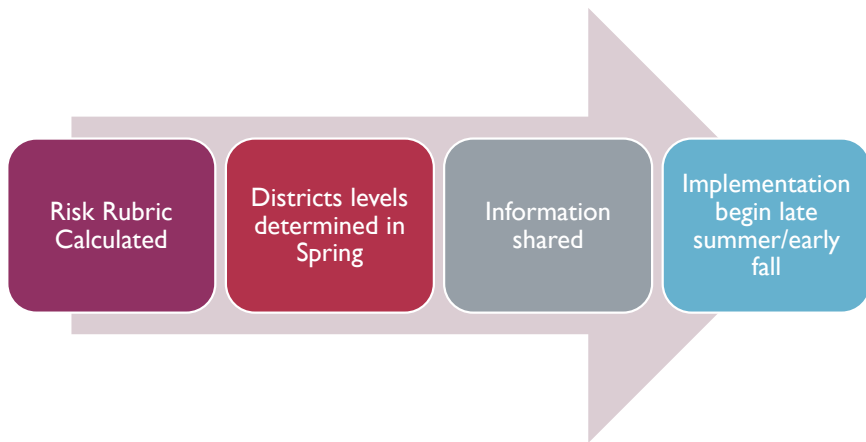
- Risk Rubric was developed to determine which districts needed more assistance with improving educational results.
- Includes:
  - Performance Indicators
  - Fiscal component
  - Disability category percentage
  - Timely and Accurate Data
  - Internal review completion.

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## COMPONENTS OF PROCESS

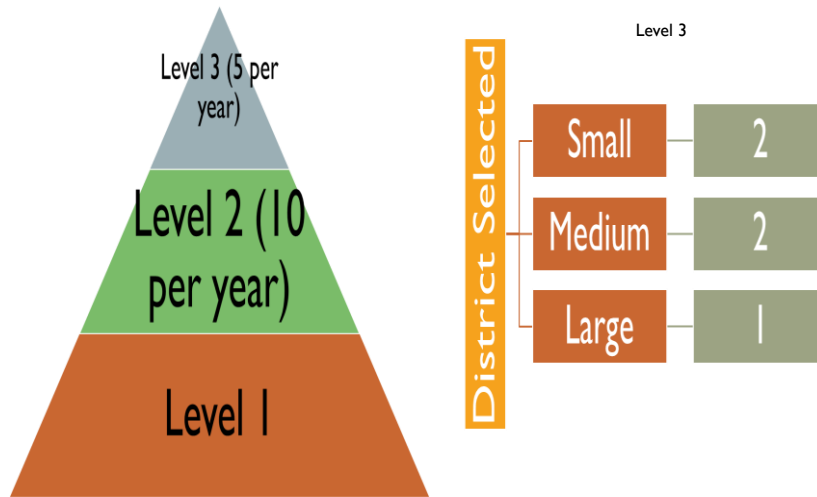


south dakota  
DEPARTMENT OF EDUCATION  
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## DISTRICT LEVELS



## RISK RUBRIC COMPONENTS

Indicator 2: Drop Out (<2.50%)		The LEA meeting the target	below target, but is improving (Growth)	below target, but maintaining within .01%	the LEA is below target and is declining	—
Indicator 3: Differentiated Points		0	1.5	3	4.5	Use in case of a tie
Indicator 3c: Reading Proficiency (39.33%)		The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within .01%	The LEA is below target and is declining	—
Indicator 3c: Math Proficiency (38.86%)		The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within .01%	The LEA is below target and is declining	—
Preschool Indicators:						
Ind 6: Preschool LRE (21.55%)		The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within .01%	The LEA is below target and is declining	Each district will receive a score for the 3 areas. Then added together and divided by 3.
Ind 7B 1 and 2: Preschool Outcomes Acquisition and Use of Knowledge	7B: 1 (68.50%)	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within .01%	The LEA is below target and is declining	
	7B: 2	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within .01%	The LEA is below target and is declining	

- Identified areas of improvement
- Data compared to State Performance Plan targets every year
- Districts not meeting target will look at making progress previous 3 years.
- Full Risk Rubric located at <https://doe.sd.gov/sped/documents/RiskRubric-19.pdf>



## RESULTS DRIVEN ACCOUNTABILITY: RISK RUBRIC



Indicator	Indicator	Measurement	2017-19 Target	2013-14 Rate	2014-15 Rate	2015-16 Rate	2016-17 Rate	2017-18 Rate	Target Met?	Progress 2019- 2027
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma in four years	85.00%	N/A	N/A	N/A	N/A	N/A		N/A
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school	2.50%	N/A	N/A	N/A	N/A	N/A		N/A
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments								
3B	Participation Rate	Reading	99.40%	N/A	N/A	N/A	100.00%	100.00%	Y	0.00%
		Math	99.40%	N/A	N/A	N/A	100.00%	100.00%	Y	0.00%
3C	Proficiency Rate	Reading	89.33%	N/A	N/A	N/A	16.67%	25.00%	N	1.13%
		Math	88.00%	N/A	N/A	N/A	16.67%	50.00%	Y	33.33%

- Every spring districts receive a Special Education Performance District Trend Report.
- The trend report can help a district identify if they are making progress toward an indicator target.
- District's can review the indicators trend data with the risk rubric to get an idea how they will perform on the rubric.

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## TEACHER OR DISTRICT SHARING

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## EXCELLENCE IN EDUCATION AWARD



- Tracy (Surdez) Vik who serves as principal of Sonia Sotomayor Spanish Immersion Elementary School in Sioux Falls was one of five alumni from Black Hills State University to receive an honor for their excellence in education.
- We would like to congratulate Tracy on this honor and thank you for your service in education.

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## Next Sped Directors LiveMeeting

~ OCTOBER 15, 2019

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